

# FROM STAGE TO LIFE: PSYCHODRAMA WITH FEMALE OFFENDERS

Assoc. Prof. Rumeysa AKGÜN



**FROM STAGE TO LIFE:  
PSYCHODRAMA with FEMALE  
OFFENDERS**

**Assoc. Prof. Rumeysa AKGÜN**



**Published by:**

Global Academy Publishing House

**Cover & Design:** Global Academy Publishing House

**ISBN Number:** 978-625-6276-09-3

**Publishing Date:** December 2, 2024

**Doi number:** <https://dx.doi.org/10.59740/academy.75>

All rights of this book belong to Global Academy Publishing House.

No part of this publication may be reproduced, stored, retrieved system, or transmitted, in any form or by any means, without the written permission of the Global Academy Publishing House. Any person who does any unauthorized act in relation to this publication may be liable for criminal prosecution and civil claims for damages. All chapters published in this book have been double blind peer reviewed.

©Copyright December, 2024

**Certificate No:** 64419

**Address:** Konutkent 2955. St. Oyak 1 Number: 8/6 Cankaya / Ankara / TURKIYE

The individual essays remain the intellectual properties of the contributors.

e-mail: [globalyayinlari@gmail.com](mailto:globalyayinlari@gmail.com)

<https://www.globalacademy.com.tr/>

**Place of Publication:** Zeynes Advertising Printing Publishing Import Export Industry and Trade Joint Stock Company

**Address:** Prof. Dr. Ahmet Taner Kışlalı, 2907. St. Engürü Villas No: 40 Çayyolu / Çankaya / Ankara / TURKIYE

**Certificate No:** 44380

## **Table of Contents**

<b>Preface</b>	5
<b>Introduction</b>	8
<b>CHAPTER 1</b>	11
<b>FEMALE CRIMINALITY</b>	12
Profiles of Female Offending	18
Became a Female Offender in Penal institution	19
The Impact of Penal Institutions on The Lives of Women Offenders	20
Matters concerning children of women penal institutioners	21
Isolation Issue	22
Social Support Topic	23
Psychosocial Support in Penal institution	24
<b>CHAPTER 2</b>	25
<b>A BRIEF INTRODUCTION TO PSYCHODRAMA</b>	27
What is psychodrama? Where is psychodrama used?	27
Steps of Psychodrama	28
Warm-up	30
Action	30
Feedback	31
<b>The Components of Psychodrama</b>	31
1. Leader	32
2. Protagonist	33
3. Stage	33
4. Auxiliary Ego	33
5. Audience	34
<b>The Main Psychodrama Techniques</b>	35

<b>Role Theory in Psychodrama</b>	36
<b>CHAPTER 3</b>	38
<b>PSYCHODRAMA EXPERIENCES AND PSYCHODRAMA SESSIONS IN PENAL INSTITUTIONS</b>	39
Benefits of Psychodrama for Female Offenders	39
Experiences of Psychodrama in Penal institution	42
Psychodrama Sessions	43
1. Session	43
2. Session	45
3. Session	51
4. Session	53
5. Session	56
6. Session	58
7. Session	61
8. Session	66
9. Session	67
10. Session	69
<b>CHAPTER 4</b>	72
<b>RESEARCH METHODOLOGY</b>	73
Subjects	73
Instruments	74
2A. Depression-Anxiety-Stress Scale	75
2B. Beck Hopelessness Scale	75
Analysis And Analysis of Data	76
Procedures	76
<b>CHAPTER 5</b>	78
<b>FINDINGS AND COMMENT</b>	79

Quantitative Findings	79
Quantitative Results	85
<b>CHAPTER 6</b>	88
<b>CONCLUSIONS AND RECOMANDATION</b>	88
<b>REFERENCES</b>	91

## **Preface**

Psychodrama is a tool for the individual to achieve spiritual serenity in his/her life and to know him/herself. During the psychodrama adventure, the person discovers him/herself, reveals unknown hidden emotions, and develops new roles in his/her life. These roles enable him/her to deal with the problems in his/her life, to take new actions against different events, and to discover new roles. From this point of view, psychodrama is a very different method of intervention from other psychotherapeutic methods. What is important in this process is that the person fully trusts psychodrama, opens, and does not run away from the negative aspects he/she is facing and needs to improve. As a result of this situation, the person will experience enlightenment in time, although not immediately, through the sequencing effect of psychodrama.

Based on the above information, this study was carried out to investigate the effect of psychodrama group therapy on female penal institutions in the penal institution system.

I want to thank the psychosocial services team in the penal institution, who ensured the participation of female penal institutions in the sessions and the establishment of order during the realization of this study, and the women who accompanied me during the psychodrama work. Although they will not be able to read these writings, their contributions during the group

sessions, their self-evaluations, and the transformation I saw in them were incredible.

In the psychodrama journey that Moreno started, many people accompanied him and carried psychodrama forward. I want to thank Konstantinos Letsios, my supervisor, who I think made a great contribution to psychodrama in the process of writing the book, and my colleague and counselor Odise Vuçinas, who always supported me with his ideas and trust in me during the sessions. Your support during this process was invaluable to me.

Since Moreno discovered psychodrama in the 1920s, various studies have been carried out on psychodrama in different fields. In addition, this book is the first book in Türkiye literature and in world literature in which psychodrama practices were realized in women's penal institutions.

In a world where crime rates are increasing day by day, I am proud to have realized psychodrama group therapy, which enables the individual to look at his inner world discover himself, and hold a mirror to his life, with female convicts and add this to the literature.

I hope that people working in the forensic field and those interested in psychodrama will benefit.



## **AUTHOR**

### **Assoc. Prof. Rumeysa AKGUN**



In 2009, she graduated from Baskent University's Faculty of Health Sciences, Department of Social Work. In 2011, she started working as a research assistant at the Faculty of Health Sciences, Department of Social Work at Ankara University. In 2012, she completed her master's degree in the same Department, and in 2017, she completed her Ph.D. in the same department.

In 2016, she started as a research assistant at Kırıkkale University, Faculty of Health Sciences, Department of Social Work. In 2018, she was appointed Assistant Professor in the same department. Her book "Women Who Kill Men" was published in 2019 and Female Criminality was published in 2023. She has studied women, female criminality, working in groups in prison, and problem-solving. She has various book chapters, book studies, and psychodrama studies. In 2021, she was appointed as an Associate Professor. In addition to her various academic studies, she is head of the Department of Social Work.

*To Konstantinos Letsios*

*Odise Vuçinas*



Moreno Stage 1936, Drawn by: Büşra Hilal Bolatkesen (2024)

## **Introduction to Book**

Although the topics of psychodrama and female offenders may seem different, they are strongly linked. Moreno, the founder of psychodrama, works especially with disadvantaged groups, such as those with mental health problems, addictions, and penal institutions. He founded psychodrama in Vienna in the early 1900s and described it as a ‘scientific exploration of truth through dramatic method’ (Karp, 1998, p. 3).

Incarcerated offenders have often never learned to act and relate in professional and societal roles characteristic of normative society. Roles developed within criminal subcultures, both inside and outside penal institutions, have often determined the survival and relational behaviors of offenders. Psychodrama is presented as a useful tool for helping offenders, especially those incarcerated, to become familiar with new behavioral roles required for adjustment to normative society. In psychodrama, participants are given defined circumstances in which they are to act out a role to achieve a curtailed (Byrne, 1976).

This book, which is part of the study I conducted to reduce the levels of depression, anxiety, stress, and hopelessness through psychodrama with female penal institutions in a penal institution, consists of 6 chapters. These chapters are given below.

#### Chapter 1: Reviews the literature on female criminality

This section will introduce women's criminality. It will also include the crime rates of women, the problems they face in penal institutions, and the profiles of women who commit crimes.

#### Chapter 2: A brief introduction to psychodrama

This section plans a brief introduction to psychodrama. The chapter includes what psychodrama is, its stages, components, techniques, and role theory.

#### Chapter 3: Author's experiences of psychodrama in a penal institution and psychodrama sessions with female penal institutions

In this section, the benefits of psychodrama with female offenders in penal institutions, the researcher's experiences of psychodrama in penal institutions, and psychodrama sessions were included.

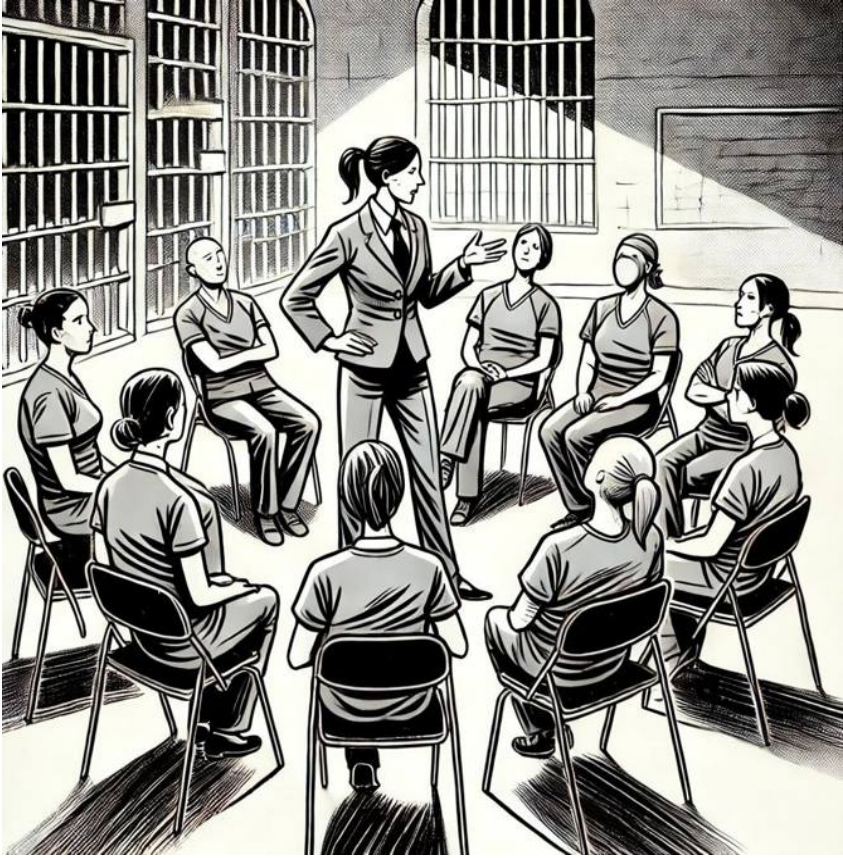
#### Chapter 4: Research Methodology

This section provides information about the research method, sample group, data collection tools, and data analysis.

#### Chapter 5: Findings and Comment

In this section, qualitative and quantitative findings of the research and interpretations of these findings are given.

#### Chapter 6: Conclusion and Recommendation



## **CHAPTER 1**

### **Female Criminality**

The question of whether women's criminality is uniquely different from men's criminality has remained largely unanswered. A survey of the current literature on women in crime illustrates the data gap in this area and the lack of interest among researchers in this area (Hoffman Bustamante, 1973). In all societies, the terms "crime" and "punishment" have traditionally been associated with men, with criminality often perceived as a male-dominated phenomenon. This social construction has led to the marginalization of women from penal institution work (Merçil, 2020, p. 19). Statistics show that the proportion of female offenders is lower than that of male offenders. This situation has been supported by the less search for female criminality theories, why women do crime and penal institutions in female offender topics. Following the advent of criminology, it has been noted that criminological theories seldom address the analysis of female criminality. Typically, criminologists have either been content to subsume the discussion of female offenders under general theories that they have implicitly assumed when discussing men, or they have treated them exceptionally briefly in the way that other marginal or special categories are treated. The reason given for this overwhelming lack of interest is that within the population of known offenders, female offenders represent a statistically much smaller proportion than male offenders (Smart, 1977). This, combined with the fact that the

criminological literature produced for men and used to explain female criminality has a male-dominated perspective, means that the results cannot be generalized to women and that women should be examined as more than just a biological factor in the analysis (Dolu, 2011, p. 447).

After the 1970s, women's criminality started to be discussed with feminist criminology which emerged after the women's movements gained strength. Feminist criminology's topics are given below.

- To determine whether traditional criminological theories can be used to explain crimes committed by women.
- empirical research on women and girls' offending
- Women as victims of crime
- The treatment of women by the criminal justice system
- The role of women in social control (Polat, 2022, p. 28).

When we look at why women commit fewer offenses than men, we see that there are many reasons for this. One reason is that women tend to have stronger social ties and support systems, which can deter criminal behavior. In addition, women often prioritize fulfilling social roles such as caring and maintaining relationships, which may prevent them from engaging in criminal activity. Hormonal differences between men and women may also play a role in influencing behavior and levels of aggression. When considering women and



crime, two basic factors are sexual value and childcare responsibilities. For example, criminologists believe that women are less likely to commit crimes. likely to commit crimes. Furthermore, they have attempted to explain the issue of gender and crime through several factors (İçli, 2013, p. 25). In addition, the patriarchal system, women's dependence on men, sexual/physical attraction and feminism, moral anxiety, and social control, physical strength, aggression and tendency, social expectations, and gender roles all contribute to women committing fewer offenses than men (Akgün, 2023, p. 11). The fact that women commit fewer crimes than men does not change the fact that they do commit crimes and go to penal institution. Women have also committed various crimes throughout history. The following table shows the distribution of female penal institutions in Türkiye according to the crimes they committed and how they aged.

**Table 1: 2020 Years of Penal Institution Statistics**

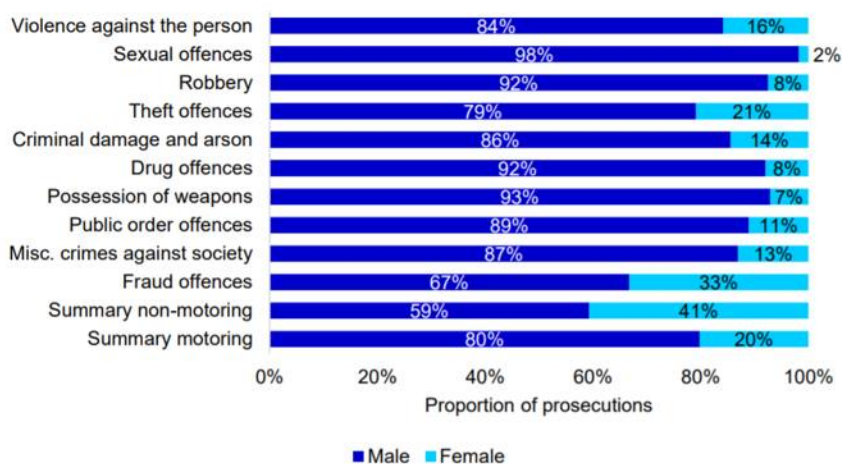
<b>Type of crime</b>	<b>Total</b>	<b>12-14</b>	<b>15-17</b>	<b>18-24</b>	<b>25-34</b>	<b>35-44</b>	<b>45-54</b>	<b>55-64</b>	<b>65 and above</b>	<b>Unknown</b>
	<b>10 518</b>	<b>74</b>	<b>258</b>	<b>2 443</b>	<b>3 645</b>	<b>2 576</b>	<b>1 114</b>	<b>334</b>	<b>73</b>	<b>1</b>
Homicide	<b>164</b>	1	2	44	56	38	18	3	2	
Assault	<b>1 032</b>	-	11	191	388	285	114	38	5	-
Sexual crimes	<b>29</b>	1	4	6	7	7	4	-	-	-
Kidnapping	<b>169</b>	-	8	39	59	34	21	8	-	-
Defamation	<b>222</b>	-	-	41	67	71	32	9	2	-
Theft	<b>2 606</b>	49	138	889	824	447	183	66	10	-
Robbery	<b>262</b>	9	22	85	80	44	17	3	2	-
Swindling	<b>537</b>	-	2	105	186	149	71	23	1	-
Production and commerce of drugs	<b>708</b>	9	24	168	238	158	79	29	3	-
Use and purchase of drugs	<b>249</b>	-	19	110	87	28	5	-	-	-
Forgery	<b>321</b>	1	5	63	107	92	45	8	-	-

Bad treatment	<b>61</b>	-	-	11	32	12	3	3	-	-
Embezzlement	<b>23</b>	-	-	1	5	10	6	1	-	-
Smuggling	<b>93</b>	-	-	7	27	22	26	8	3	-
Traffic crimes	<b>195</b>	-	-	21	91	70	13	-	-	-
Forestry crimes	<b>22</b>	-	-	1	6	6	5	3	1	-
firearms and knives	<b>85</b>	-	-	27	35	17	2	3	1	-
Opposition to the Bankruptcy and Enforcement Law	<b>663</b>	-	-	35	168	258	145	44	12	1
Threat	<b>315</b>	1	1	55	106	96	42	11	3	-
Damage to property	<b>116</b>	-	2	36	35	27	10	1	5	-
Prevention of performance	<b>125</b>	-	1	39	51	28	3	3	-	-
Contrary to the measures for family protection	<b>132</b>	-	2	21	54	30	15	7	3	-
Other crimes	<b>2 383</b>	3	17	448	935	643	255	63	19	-
Unknown	<b>6</b>	-	-	-	1	4	-	-	1	-

**Source:** TÜİK, Penal Institution Statistics, 2020

The table shows that women are most likely to commit assault and theft. If we look at the age of the women, we can see that they commit most offenses between the ages of 25 and 34. In addition, it seems that women do fewer forestry crimes, homicide, firearms, and knives.

There is a figure below which is about male and female offenders rate England and Wales.



Source: (<https://www.gov.uk/government/statistics/women-and-the-criminal-justice-system-2019>)

When the above figures are analyzed, it is seen that women commit crimes of summary non-motoring and fraud the most.

### **Profiles of Female Offending**

A typical female offender profile can be established based on the existing literature on female offending behavior. Generally, women are in poverty and lack education and work skills. In addition, they are young, single, and single parents of young children (Chesney & Posko, 2004). Furthermore, most female offenders have had a difficult childhood marked by physical and sexual violence. This maltreatment continued in their adulthood in the form of rape and physical assault (Belknap, 2010).

Especially, some of the female offenders were exposed to violence by their fathers before getting married and by their husbands after being married. A study conducted by İçli, Ögün, and Özcan (1995) found that the rate of exposure to violence in childhood among convicted women was 45 percent (İçli, Ögün, & Özcan, 1995) . If we look at the intra-family relations in the families of offenders, it can be said that there are deficiencies and negative effects in intra-family communication and interaction. Attitudes and behaviors that push the individual towards crime and violence are presented as normal in the individual's family and environment. Therefore, growing up in such an environment leads to the learning and maintenance of negative and wrong attitudes and behaviors, difficulties in controlling one's anger, and committing crimes more easily (Nazlıdır, 2010).

### **Became a Female Offender in Penal institution**

One of the types of punishment that are imposed upon individuals is penal institution, each can be defined as the deprivation of liberty. The penal institution is not solely intended to deprive individuals of their liberty; it is also designed to facilitate their rehabilitation and deter future criminal activity. Female penal institutions encounter a range of challenges within the correctional system, many of which are a consequence of their prior experiences and the lack of a robust support structure, such as familial ties, that they have been forced to navigate. Furthermore, women encounter additional challenges compared to men when they engage in criminal activities and are incarcerated, regardless of whether the crime in question is murder or another offense. One of the most challenging circumstances for women is the responsibility of childcare while separated from their children. It can be argued that the entry of a woman into a penal institution disintegrates the family unit. Facing such a challenging situation and being unable to effectively address the associated difficulties represents a complex process for women. In this process, women employ a variety of coping mechanisms, which can be broadly categorized as follows: aggression, outbursts of anger, inability to solve problems, and unhealthy communication styles, including participating in discussions. For women to be able to resolve the issues they encounter in penal institutions and to undergo rehabilitation, they require specific skills and training. These

training programs equip women with abilities that are not only beneficial within the penal institution but also after their release. The process of integrating into society after emerging from the penal system is made more challenging by the combination of gender and ex-convict status. The objective is to collate and complete the training programs provided through psychosocial services, including women's participation seminars, individual interviews, and group studies within the penal institution, to advance the crime procedures. This potential growth is of considerable value.

### **The Impact of Penal Institutions on The Lives of Women Offenders**

Penal execution institutions are judicial institutions where freedom is naturally restricted and exists to punish the person for the crime committed. In these institutions, many situations affect the execution process of women convicts. The most fundamental ones are the duration of women's stay in penal institutions and the length of their sentences. Increasing the duration of the sentence causes more despair and problems in women. In addition, especially issues such as having children, lack of social support, isolation, and psychosocial situations affect the rehabilitation processes of women convicts in penal institutions. Information on the situations faced by women convicts in penal institutions is given below.

### **Matters concerning children of women's penal institutions**

Children can stay in penal institutions up to a maximum age of 6. If children over 6 years of age have relatives who can take care of them, they are taken into their care outside the penal institution. If there are no relatives to take care of the children, the children are taken under protection. In this process, women face different problems if their children are with them or if their children are outside. When female convicts have their children with them, it becomes difficult to create a privacy area, and children can be affected by the discussions that may occur within the ward. In this process, teachers assigned by the Ministry of National Education, especially in nurseries in both mixed penal institutions and women-closed penal institutions, ensure that children are not cut off from the outside world and receive the same education as their peers.

When mothers send their children to their relatives outside the penal institution or when their children are institutionalized, they have difficulty seeing their children, especially due to financial difficulties. In addition, when their children are out of penal institutions, women worry about their children's friendships and health status.



### **Isolation Issue**

Incarceration brings along many problems in women's lives. The most important of these problems is women's isolation from the outside world in penal institutions. Although they are together with other convicts, the number of people they see is limited. In addition, being separated from their children, the limited number of activities in the penal institution, and being away from their loved one's cause women to experience various adaptation problems in the penal institution. Moreover, in the process of coping with the difficulties they face in the penal institution, the effect of the crime they committed, and the mental problems they have experienced during their time in the penal institution and before entering the penal institution may be triggered when they enter the penal institution. In this case, the importance of psychosocial work carried out, especially by the psychosocial service for women convicts is very important.

### **Economic Issues**

One of the most important problems faced by women convicts is that they have no or very little economic income. Considering the socioeconomic status of women convicts, it is seen that most of them are at low socioeconomic income levels. For this reason, most of the female convicts cannot buy what they want from the canteen of the penal institution. The daily meal needs of women convicts are met by the penal institution. However, women must meet their personal needs and hygiene materials themselves. In case women do not have income from outside the penal

institution, some women with good behavior, especially in large penal institutions, can work in various business lines in the penal institution, while others spend their time in the penal institution with the in-kind aid received by the penal institution for them.

### **Social Support Topic**

Social support is the material or moral support that an individual receives from his/her family, circle of friends or people he/she considers important in his/her life. Social support includes the concepts of care and emotional closeness. Social support includes a supportive approach and material assistance in solving problems, sharing solutions and reducing stress. For this reason, social support is often defined as 'mechanisms that protect people from the negative effects of anxiety in interpersonal relationships' (Berterö, 2000). Social support in penal institutions can be defined as the physical and psychological assistance provided to the offender both inside and outside the penal institution by friends, family and the institution (İçağasıoğlu Çoban & Akgün, 2011).

Women experience problems in many areas such as financial problems, problems with their children, being alone in the penal institution, and physical or mental problems. Therefore, it is very important to have a social support system, especially in the penal institution. A woman with social support is more competent in dealing with her problems in the penal institution. Otherwise, if she does not have any social support outside the penal institution,

she may have problems in coping with the problems she faces. For example, emotional problems, poor economic situation, and problems with children. In the study of İçağsıoğlu Çoban and Akgün (2011), when the social support received by female convicts from family, friends and private individuals was compared, it was seen that the level of social support received from family was higher than other social support groups. The fact that a significant number of female convicts stated that their families were sad and supported them in their attitudes towards their incarceration is an indication that female convicts receive support from their families. Social support from family is followed by social support from friends and significant others. In addition to family support, the fact that women convicts receive support from their friends outside the penal institution reduces the sense of isolation they face in the penal institution.

### **Psychosocial Support in Penal Institution**

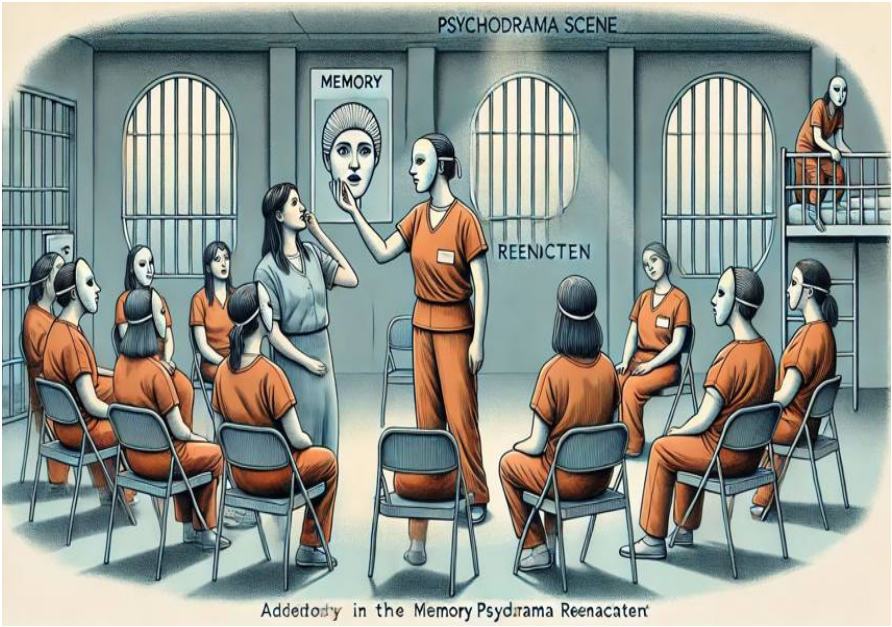
Penal institutions have two main functions. The first is to punish people who have committed crimes. The second is to rehabilitate convicts and prevent them from turning to crime. Because of the purpose of rehabilitation, there are many rehabilitation programs in penal institutions. These include individual counseling, group work, and seminars. Individual counseling can be carried out by psychosocial professional service staff in consultation with the convicts or upon the request of the convict. In addition to this, seminars for convicts are given by the ministry in certain periods or by public institutions and organizations such as universities,

Green Crescent, religion, etc. outside the penal institutions within the framework of predetermined topics in the areas needed by the institutions.

One of the activities carried out by the psychosocial service professionals for the rehabilitation of convicts is group work. Group work is one of the tools that help convicts realize their problems and find solutions when they are together. In this context, group workshops are organized on issues such as substance addiction, anger management, stress management, mother-child training, etc. when needed.

Psychodrama, one of the group psychotherapy methods, is one of the group studies that can be used in penal institutions. However, when the world literature is examined, it is seen that there is very little research on psychodrama in penal institutions. In our country, there is no study conducted in this context. From this point of view, this study is the first study in Türkiye.

In the next part of the study, information about psychodrama will be given.



Addicty in the Memory Psydrama Reenacten

## **CHAPTER 2**

### **A BRIEF INTRODUCTION TO PSYCHODRAMA**

#### **What is psychodrama? Where is psychodrama used?**

Psychodrama has been defined as a way of practicing life without being punished for mistakes. The action in a group is a way of looking at one's life in motion. It is a way of experiencing what happened and what did not happen in each situation. All scenes take place in the present, even though a person's intention may be something from the past or something in the future. The group enacts a part of life seen through the eyes of the protagonist (or the subject of the session). The protagonist's representation of the truth can be eye-opening for someone else watching, who may see themselves reflected in the struggle to express what is real. J. L. Moreno, who founded psychodrama in Vienna in the early 1900s, described it as 'a scientific exploration of the truth using the dramatic method' (Karp, 1998, s. 3). Psychodrama is also an innovative therapy strategy that uses psychology, and drama approaches to investigate and treat human concerns. Its foundation consists of role-playing situations that bring unconscious ideas and emotions to the surface, helping people gain insight into their actions and relationships (Lucero, 2024, s. 8).

The basic functions of psychodrama can be summarized in three main points. These are (1) providing catharsis and gaining

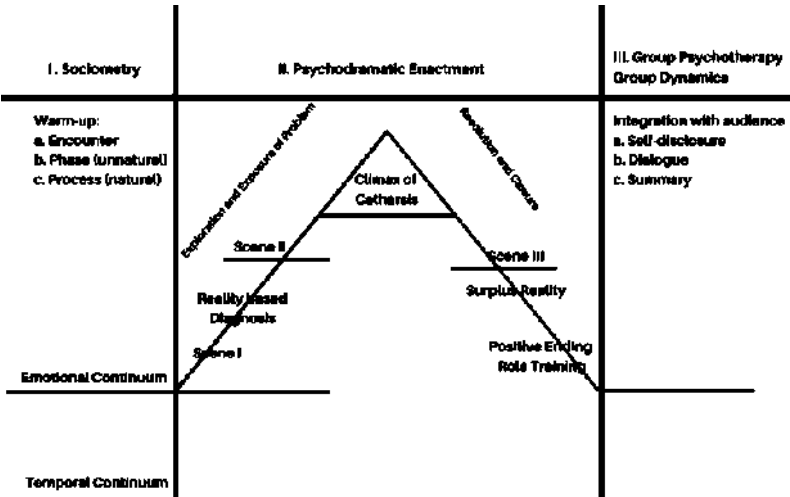
insight; (2) testing reality (and creating alternative thoughts); (3) learning (Dökmen, 2003, p. 137). In psychodrama, people experience catharsis and see real life. In addition, this catharsis provides people with insights and new realizations in their lives. Another function of psychodrama is to test reality. When people go through a psychodrama session, they see what reality is and how they can change their lives for the better. Finally, by combining these two functions, people learn new behaviors, emotions, and perspectives.

### **Steps of Psychodrama**

Moreno's definition of psychodrama is a three-stage process. These are warming up, acting, and giving feedback. However, in many areas where psychodrama is practiced, the science of psychodrama is poorly understood, if at all. Many people new to psychodrama are overwhelmed by what they perceive to be the magic of the process and so have great difficulty in their work as beginning directors (Hirschfeld, 1981). The Hollander psychodrama curve provides a solid foundation on which all psychodrama theories and indeed all human activity can be based (Hollander, 1969, p. 3). It provides a model that can be used to trace the psychodramatic process, critique a psychodrama work, provide a basis for orientation, and examine any human activity involving warm-up, enactment, and integration (Hirschfeld, 1981).

In the below it is given Hollander Cure (Hollander, 1969, s. 19);

Figure 1: Hollander Psychodrama Cure



By this curve, the warm-up and action phase are the phases in which the psychodrama scene will be performed. In the warming-up phase, the choice of the protagonist can be based on the emotional needs of the group members or on the person who wants to volunteer to be the protagonist. If there is more than one person who wants to be the protagonist, the group members are approached and asked to stand behind the person they want to see as the protagonist. The person who has the most members of the group behind him or her becomes the protagonist (Şarlak, 2021, p. 124).



## **Warm-up**

The warm-up is designed to create an atmosphere of creative possibilities. The warm-up also weaves a safety net in which the individual can begin to trust the director, the group and the psychodrama methods. As the room embraces the person, the person can be something they cannot be and express something that seems impossible (Karp, 1998, p. 3). There are many warm-up ways. These include warm-up games, the leader speaking on various topics, the protagonist coming to the group as warmed up, and the protagonist warming up as an auxiliary ego or group member in the work of the previous protagonist. Every person's warm-up process is different. Some people can be easy to warm up, but others cannot. The leader mustn't be impatient during this process. If the protagonist warms up sufficiently, the scene can proceed smoothly. Otherwise, the protagonist may get stuck and not know what to do.

## **Action**

After the warm-up, the director and the chosen protagonist move the work from the periphery to the center of the problem. Psychodrama means the action of the mind. So, the psychodrama within becomes the drama without. The director uses the group members to play auxiliary egos who represent important people in the psychodrama (Karp, 1998, p. 4).

As soon as the protagonist says he/she feels ready to play, he/she enters the final stage of the warm-up. Then the director says,

"Let's work on this" and takes the protagonist by the hand and leads him/her to the stage (Vuçinas & Akgün, 2021, p. 52). If the protagonist gets too hot, the director doesn't need him/her. He/she can organize his/her scene and manage the process himself/herself. But if the protagonist feels stuck, the director can talk a little more about the process with him/her, sitting or standing. During the stage on the move, the protagonist can use some materials such as a scarf, masks, and different objects.

### **Feedback**

When the action phase is over and the protagonist's scene ends, the feedback phase begins. The leader and the protagonist sit together to start interacting with the group. Then the leader says to the group "Now it is time to share. The protagonist has shared a very special part of his/her life with you. How did the psychodrama play out by the protagonist touch each of you? What did you learn about his/her situation?" This situation is as important as the action stage. Because the protagonists can learn or realize something relevant to their stage. At the same time, the protagonist may be very sensitive, so if someone says negative words, he/she may feel bad, so the other members of the group and the auxiliary egos give feedback first about their feelings and then about any identification they have made in their own lives.

### **The Components of Psychodrama**

Although psychodrama is like theatre in some respects, it has some points that differ from theatre in terms of its basic components. There are 5 essential components of psychodrama.

These are the leader, the protagonist, the auxiliary ego, the stage, and the group.

### **1. Leader**

The psychodrama group leader consists of people who are experts in the field of psychodrama and have completed their training. The leader has many duties and responsibilities during the psychodrama work. Some of the leader's duties are listed below (Goldman & Morrison, 1984; Karp, Holmes, & Watson, 1994).

Create a constructive group climate,

- ✓ Motivate and mobilize group members in appropriate ways to warm them up,
- ✓ To the group dynamics at the beginning of the session,
- ✓ Ensure interaction,
- ✓ Guide the choice of the protagonist appropriately,
- ✓ Take care of the group members,
- ✓ Pay attention to the protagonist's non-verbal as well as verbal messages,
- ✓ Provide appropriate and sufficient time and space for the creation of each scene,
- ✓ Help the auxiliary ego to get into their roles,
- ✓ Identify the main problem in the action and try to get the protagonist to show it to the group rather than talk about it.

## **2. Protagonist**

Protagonist means the first mover. The protagonist identifies an area of his/her life that he/she would like to work on. It could be death, fear, or problems at work. The leader works with the protagonist through the creation of different scenes about the past, the future, and the present (Karp, 1998, p. 5). In this process, the protagonist is free and can make any adjustments and changes in his/her scene. He/she can do anything he/she cannot do in real life. This can even be killing the person he/she dislikes in real life in the psychodrama scene. When the catharsis experienced by the protagonist is over and the scene is finished, the support of the leader is again important for the protagonist in the feedback phase. he/she mustn't judge him/her, is compassionate, and does not allow other group members to judge him/her.

## **3. Stage**

Psychodrama is based on the life itself. On stage, we reproduce the space in which a person moves (Karp, 1998, p. 5). In the previous stage, if the psychodrama scene occurs in a room, the protagonist creates the scene by designing a sofa, table, flowers, etc.

## **4. Auxiliary Ego**

The auxiliary ego is a member of the group who helps the protagonist in the scene. It can take on the roles of the protagonist's emotions, thoughts, and objects, in short, whatever the protagonist needs in the scene. In addition, the auxiliary ego

can be a real person in the protagonist's life, such as a mother, father, spouse, or child.

There are no strict criteria for choosing a supporting ego. It depends entirely on the protagonist. He looks around him when designing his scene and usually chooses someone he feels close to him for this role. Often after the psychodrama session, we can see that this person was not chosen by chance. It is often the case that the chosen alter ego has had an experience or has already experienced a storm of emotions related to the role they have been chosen for. This shows us that there is no room for coincidence in psychodrama and that even though the people chosen to seem to be chosen randomly, they have a meaning in psychodrama. We can explain this situation as tele in psychodrama.

## **5. Audience**

The audience is the members of the group who are not taking part in the main character's scene. The audience can include all kinds of people. Some groups come together only as women, while others are homogeneous. Also, some group members have common problems, while others have different problems. During a psychodrama session, the audience simply observes the process and then, when it comes to the feedback process, they can say something about the session. For example, did the psychodrama affect their emotional processes or behaviors or not?

A psychodrama group can consist of 5 to 50 people. Large groups have a lot of emotional material, so they may think the group is small, even though they are large in sharing. A group of 25 people may be surprised that they are spontaneous. The feedback from the roles played is very important for the protagonist (Karp, 1998, p.6). The group members take on the roles given to them by the protagonist. These roles can sometimes be positive roles and sometimes negative roles. If there are conflicting group members in the process, they may feel closer to each other after the psychodrama work.

### **The Main Psychodrama Techniques**

The basic techniques of psychodrama are based on role theory. The most used techniques are mapping mirror and role reversal (Kaner, 1990).

**Pairing:** The protagonist is played by an alter ego or therapist who takes the role of the protagonist. This player stands behind the protagonist and imitates his/her posture and gait, puts himself/herself in his/her place, and expresses his/her feelings. He/she describes the feelings that the protagonist cannot, does not want to, or is not aware of at that moment. The person doing the role play should put aside his/her thoughts, feelings, and needs at that moment. The paired player should minimize the protagonist's feelings of fear, embarrassment, shyness, inhibition, and timidity.

**Mirror:** This means that the protagonist looks at one or more parts of his/her life from the outside. In the mirror technique, an

assistant therapist or an experienced group member, i.e. an auxiliary ego, can be used. During the scene, the protagonist can look at him/herself from the outside by seeing the partner's behavior and speech with the mirror technique.

**Role reversal:** In psychodrama, when the role reversal technique is used during the play, the protagonist changes roles with the auxiliary ego to represent an acquaintance who is not present at that moment. For example, if the protagonist has invited an auxiliary ego onto the stage to represent his or her spouse, the protagonist switches roles with the player opposite and takes the role of the spouse, the protagonist's partner takes the role of the other spouse, and the protagonist tries to feel and behave like his or her spouse instead of himself or herself. So, the protagonist who takes the role of another person feels the feelings of the other person. In other words, there is an encounter with the inner reality of the other person. When he/she speaks in his/her language, sees through his/her eyes, and perceives the event through his/her world, the perspective of the role-swapper changes. In most cases, catharsis is experienced intensely at this stage.

### **Role Theory in Psychodrama**

There are many theories about psychodrama. One of them is role theory. Role theories are one of the most important theories used in psychodrama, this theory is role reversal, where the protagonist temporarily takes the role of another person involved in the psychodrama. In this way, he/she can experience the

situation from another's point of view and see himself/herself from another's perspective (Byrne, 1976).

There are three stages of role reversal. In stage 1, during the dramatization of the situation, the main character plays his/her role, and another person plays the alter ego. In stage 2, the roles are reversed. In this stage, the situation to be dramatized is the same as in stage 1, but this time the two participants change roles. In step 3, the two participants return to their original roles and dramatize the situation again. When the role-play is over, the sharing phase begins (Maya, Jiménez, Hidalgo, & Lorence, 2021, p. 57).

Personal knowledge of role theory develops because of many factors, the most important of which is contact with many people in different situations. Role theory is a theory that encompasses knowledge about the interactional functioning of people. It focuses on the functional form of human behavior that occurs in response to other people and objects at times and places (Karp, Holmes, & Watson, 1994, p. 123). The main aim of role theory is to improve the roles the person has and to gain new roles, and this can only be achieved through psychodrama activities. Because in psychodrama people are aware of their new roles and aim to eliminate their negative roles while trying to improve their existing positive ones.





## **CHAPTER 3**

### **PSYCHODRAMA EXPERIENCES AND PSYCHODRAMA SESSIONS IN PENAL INSTITUTIONS**

This chapter has two main aims. These are the experiences of psychodrama in penal institutions, and the psychodrama sessions. Firstly, the author's experiences of conducting psychodrama sessions are given. Secondly, there are ten psychodrama group sessions that the author conducted in a penal institution. But before this information, let's look at the benefits of psychodrama in penal institutions for female offenders.

#### **Benefits of Psychodrama for Female Offenders**

Psychodrama has the potential to offer several benefits for human development and self-discovery. One of the most notable advantages is its capacity to promote empathy and understanding. Role-playing provides an opportunity for people to put themselves in the shoes of others, which can lead to a deeper understanding of different ways of thinking and feeling. This increased empathy may improve communication skills, deeper relationships, and a greater sense of compassion for oneself and others (Lucero, 2024, p. 9).

When an individual acts out certain roles or events within a group, he/she explores unconscious patterns, uncomfortable emotions, deep conflicts, and meaningful life issues in the safety of the group. Within the safety of the therapeutic group internal

patterns and conflicts are made external. Group members experience struggles rather than simply talking about them in a detached way. As a result, group members can gain new awareness and insight into their behavior. Psychodrama is therefore unique in that it attempts to go beyond the linear methods of talking therapy to promote deep self-awareness and integration (Moreno, 1946).

This concept is widely used in therapeutic settings in group work, where group members take on roles from the protagonist's life. Psychodrama is seen as a method of psychotherapy in which perpetrators are encouraged within a group session to relive past actions using role-play and dramatization (Stasia Varley, 2019). Given that most female penal institutions have received only a basic level of education and that those incarcerated for minor offenses such as theft are particularly likely to have limited opportunities for education and training, this process could be of significant benefit to them.

Techniques such as mapping, role reversal, and mirroring, employed in psychodrama group therapy, prompt female convicts to confront the crimes they have committed in the past, fostering empathy for the victims of crime. The objective is therefore to reduce the likelihood of future criminal involvement and to facilitate a positive change in the participants' lives.

It would be erroneous to assume that psychodrama, in and of itself, is the sole factor responsible for instilling a sense of regret in women convicts for their past criminal actions and facilitating their rehabilitation. Even though women engage with the process during sessions, several factors, including incidents that occur within the ward, relationships with children and spouses, sentence length, and financial resources, can influence the efficacy of psychodrama.

Although psychodrama in penal institutions has a long history since Moreno, unfortunately, there are very few studies on psychodrama with offenders. When the author searched the literature, she found that there was no direct book on psychodrama with female offenders in penal institutions. Only there were some theses about psychodrama with female offenders and they mostly about female sex offenders. For example, Stasia Varley's (2019) studies show that psychodrama treatment helps young offenders' general attitudes towards offending, the expectation of reoffending, rejection of victim hurt, the reappraisal of the offense, and perception of current life problems. In addition, Fallon's (2012) studies show that psychodrama and psychoeducation programs affected female sex offenders' behaviors.

## **Experiences of Psychodrama in Penal Institutions**

During the realization of the psychodrama sessions, difficulties were experienced from time to time. Women's high expectations about amnesty and the fact that they say that they do not receive amnesty in every session cause them to be badly affected morally. In addition, their concerns about their children and the problems experienced in the ward also caused women to have difficulty in giving themselves to the sessions from time to time. In addition to this, the members stated that they felt bad from time to time, but they were very affected by psychodrama, they thought generally psychodrama was good for them.

Especially in the first 5 sessions of the psychodrama workshop, it was observed that the members did not have any difficulty in sharing, but they had difficulty in being the lead actor and going on stage to tell their problems. The reason for this situation is also thought to be that most of them have high levels of hopelessness due to the long duration of the sentence. In addition, the low level of perception of some of the women causes them to have difficulty in comprehending the work done. This situation also causes them to be reluctant to be a lead actor. In the studies, studies and speeches are made to overcome this hopelessness make plans and lead a healthier and crime-free life. In addition to this, since the leader could not bring a voice recorder to the penal institution and had to write down the information about the study after late hours, and since there were intense emotions and

conversations during the study, the whole study process could not be written down. This causes some information not to be fully conveyed. Despite all these negative features, it was observed that the psychodrama group therapy, although it could not create a change in the lives of the convicts because it was in a limited area, created a positive change in their world of thought such as, hopes, improving empathy skills, regret the mistakes and decreased depression levels.

## **Psychodrama Sessions**

### **1. Session**

The process commenced with the women scheduled to attend the psychodrama session being escorted to the designated room where the session would be conducted. One woman participated in the workshop with her two children. The leader commenced proceedings by introducing herself and outlining the rationale behind the study. Subsequently, the women convicts were administered scales designed to assess depression, anxiety, stress, and hopelessness.

After the questionnaire, the women were questioned about their motivation for participating in the psychodrama workshop. The women indicated that their primary motivations for participation were curiosity and the desire to enhance their psychological well-being. Afterward, the women were then asked to stand and walk randomly and talk about their reasons for attending the psychodrama workshop. At the end of the exercise, they were

asked to go on stage in pairs and talk about the topic they had discussed during the play instead of each other. It was observed that the women did not follow the instructions with sufficient rigor. One woman stated that she did not want to leave the room because of possible embarrassment.

Following the introduction activity, the women were invited to share their thoughts on their favorite and least preferred characteristics. Several of the women indicated that they felt pride and self-love. Subsequently, the women were queried regarding their dislikes. Several female participants indicated that they had placed excessive trust in others, which had ultimately resulted in adverse consequences. One member stated that she had never identified any personal characteristics as negative yet proceeded to enumerate traits that she found disagreeable. She was advised that her self-perception may not align with her actual characteristics.

Following this exercise, the leader inquired, "Is there anyone who wishes to proceed to the stage?" A female member, who had been incarcerated for drug-related offenses, volunteered to do so. She was then prompted to identify the factors that led to her drug use and those that prevented her from abstaining. The member indicated that her initiation into drug use and subsequent sale of illicit substances was driven by financial necessity, a desire for autonomy, and a proclivity towards certain behaviors.

Subsequently, she was requested to engage in self-reflection, replacing the previously identified economic factors with a focus on personal autonomy, self-directed actions, and experiences that evoked negative affect. In discussing economic factors, she asserted that they were not a significant concern and that there were alternative means of generating income. Consequently, she eliminated economic considerations from his life. Subsequently, she asserted that pursuing her desires had a detrimental impact on his well-being and that he could mitigate this effect to a certain degree. About thoughts, it was stated that he was unable to cease this behavior due to its association with her family. After the study, the member indicated that she would be able to resume drug use following her release, but that she could remove the factors that would cause her harm from her life and that she was not satisfied with herself a decade later.

The members provided positive feedback about the study. The session was then ended with a reminder that it would be held again the following week at the same location.

## **2. Session**

It was learned that one member did not attend this week's session because she was elderly, and two members did not attend because they were ill.

Firstly, they were asked what they had done in the previous week and whether they thought about psychodrama. Some of the



members said that they thought about the study and how they could make changes in their own lives. The member who was working with last week said that the work was not good for her and that she cried for 2 days and fought in the ward. Upon this, she was told that she had awareness in her life and that he had problems due to this situation. She was told that it would be better to bring those feelings and anger to the group and talk about them instead of fighting in unpleasant situations in the following processes. A few members said that they came to the group with enthusiasm and that they were happy to be in psychodrama work. After receiving feedback from the members about the events of the previous week, they were asked to stand up and walk around the room randomly. Then, when the leader stopped them, they were asked to pair up in pairs one of them was asked to be a sculptor the other was asked to be a sculptor, and the sculptor was asked to shape the regrets in her life in her sculpture. The members who were sculptors generally shaped their regrets about the theft, which was the reason for their penal institution. Some members sculpted themselves as thoughtful about the situation they were in. One member said that her regret was marrying her husband. Then the leader members were asked to stand up again and go to the sculptor whose sculpture they were most impressed by and touch his shoulder. The members were generally grouped in pairs. One member was the lead actor in the previous week and one member said that they thought their stories were effective. The leader said that she thought that the member who had chosen

her had warmed up and asked if she wanted to work. The member said that she wanted to work.

When the member took the stage, she was asked to choose 3 things that caused her to go to a penal institution. The member said it was an obligation, to her children and her husband. The member was first asked to choose the regrets that caused her to be in a penal institution and then to choose herself from the members of the group. Afterward, the member was asked how she positioned these situations according to herself. The member positioned her children on her right side, her husband on her left side, and her obligations on her head. She chose a member opposite her as her future dream. Afterward, she said something to herself by taking the place of the roles he chose in turn. Finally, she said that she could not get rid of her obligations without severing her ties with her husband, because her husband had forced her to steal and had been subjected to both physical and psychological violence for 13 years. In this process, she said that her husband did not show her children to her and that she could come together with her husband if she had to for her children. The member was told that if she was forced to get back together with her husband for her children, she would be separated from her children again. The member said that she knew that she would end up in a penal institution when she committed theft and that she had a very good job, but she was in this situation because of her husband. Then the leader was asked what she needed to get

rid of her husband. The member said that she would be happier in the future with her children if she had a family and a job. Thereupon, the member was told to take care of her spouse by positioning her spouse and those who would come with her between children. The member said that she could not see her children because of her husband. Then the protagonist was asked to tell her husband things she had not told her so far. The member told her wife that she had ruined her life and that she did not want to see her. Then the member was asked to get support from her family and work and to get her husband out of her life. The member pushed her husband and reached her children. The member was asked whether she would put up with her husband out of necessity for the sake of her children. The member said that she felt strong and that she was not obliged to put up with her husband even for the sake of her children. Then, the person she chose instead of herself was asked to say something to her. Thus, the member heard her power and what she could do. She said that she felt better after this discourse. Finally, the other members were asked to create a bridge of love and to say nice things to the member as she crossed the bridge.

Upon crossing the bridge, the principal performer was encouraged by the other members of the group, who asserted that she was capable of success. Subsequently, the study was concluded.

In the feedback phase, the individual selected to represent the role of spouse indicated that they experienced negative emotions associated with the role. The member selected as the child indicated that although she did not have a child of her own, her mother and father held her in high regard. The member selected as representing an obligation stated that obligations are an inherent aspect of life. Following the provision of feedback by the other members, the protagonist was invited to share her feelings. The member initially indicated that she experienced negative affect. Subsequently, she stated that she had experienced a sense of relief. I disclosed information to my wife that I had been unable to reveal for an extended period. The leader recalled that at the outset of the study, she had contemplated returning to her husband for the sake of her children when necessary. However, by the conclusion of the study, this was no longer a consideration. The member stated that she had ceased to consider the possibility of returning to her husband and that she now felt stronger.

Following the feedback provided by the lead researcher, the group was informed that the tasks assigned may prove challenging for some individuals at that juncture. However, it was emphasized that perseverance and continued participation would facilitate growth and development. Subsequently, the member who had been working the previous week stated, "I had no desire to attend today." She experienced a profound sense of

distress. The leader expressed gratitude for the member's consistent presence and highlighted the significance of her determination in the face of adversity. She encouraged the member to persistently stand against circumstances that may otherwise overwhelm her. Subsequently, she informed the member that, based on her observations, they had not previously engaged in self-reflection. This is why the member was observed to be present at the previous session, despite having expressed a lack of satisfaction with this arrangement. Failure to address the challenges we encounter, rather than ignoring them, can result in adverse outcomes, whether emotional or physical. It is therefore recommended that members attend psychodrama sessions, even when they perceive them to be challenging, particularly following the completion of the assigned tasks. This approach has the potential to enhance personal growth.

The member stated that, while observing the lead actor, she discerned that the actress had a clear vision for her future, whereas she lacked a coherent plan and was uncertain about her next steps. Subsequently, she was informed that a study could be conducted with her on this topic in the following weeks.

Finally, the members were asked if they had any further comments. One member stated, "Are we finished? We are departing early," and expressed a desire to continue working. The member was informed that this week's work was complete. The

session was concluded with an invitation to meet the following week.

### **3. Session**

In the psychodrama workshop with female inmates, the participants first engaged in a discussion about their actions and experiences from the previous week. Subsequently, the member who had been engaged in the psychodrama work during the previous week was invited to share her thoughts on the process. The member stated, "I reflected on the preceding week, particularly during moments of repose in my bed." I disclosed information that I had previously chosen to withhold. The subject expressed a positive emotional state, indicating a sense of well-being. Following a discussion of the activities undertaken by the other members during the previous week, the group was asked whether any of them felt prepared to proceed. The members initially remained silent. Subsequently, one member expressed a desire to engage in the proposed activities.

When prompted to identify her areas of focus, she indicated a desire to address her fears. Upon being prompted to identify their fears, the group demonstrated a notable degree of expediency in their selection. Subsequently, she selected negative thoughts and the characteristics of individuals who cause harm as her primary focus. She selected love as a positive trait for her future self. The member's swift completion of the process and selection of her negative emotions indicate a positive engagement with the study.

It was observed that some members engaged with the process at a relatively rapid pace. This illustrates that some members of the group were able to adapt to the psychodrama practice.

In the study with the member, while working on her fears, she stated that she was afraid that her mother would die. In discussing this matter, she stated, "In point of fact, the fears in question manifested after the demise of my grandfather." My grandfather was my primary caregiver. At the age of fourteen, I was unable to be present at the time of his demise. The member was then invited to consider whether she would like to say goodbye to her grandfather. The member indicated a desire to bid farewell to her grandfather. She was then asked to select a grandfather from the group. She proceeded to express her love for him and acknowledge his goodness, while also reiterating her inability to comply with her teacher's instructions. Following her grandfather's response, the member bade him farewell.

Then she confronted her fears, negative thoughts, and behaviors toward others, engaging in dialogue with them. She then proceeded to eliminate these negative elements from her life. She asserted that her husband was instrumental in helping her overcome her fears. Subsequently, she stated that she managed to move beyond her fears by enlisting the support of her husband and mother.

After the study, the group ended following the receipt of feedback from its members.

#### **4. Session**

In the fourth session of the psychodrama group, all female convicts participated in the group work. The participants were initially requested to provide a detailed account of their activities during the previous week. The members indicated that they had no significant activities to occupy their time, noting that their primary activities were cooking and sleeping. The member who had previously stated that she had not considered any negative aspects of her life in the preceding sessions elicited a positive response from the group when she observed that she was "like in penal institution."

Subsequently, the members were provided with writing materials and instructed to list their greatest fears in life. Two members who were unable to read or write were asked to assist. However, upon stating that they had no fears, the members were not provided with any paper. Subsequently, the members recorded their fears on paper, which were then randomly selected and read aloud by the members themselves. The fears expressed by the members were observed to include a lack of freedom, the inability to reunite with their children, the fear of causing harm to their loved ones, the loss of their spouse, and the fear of being the subject of gossip. It was observed that most members reported experiencing the same fears themselves when they read the fears



related to the papers they drew. Subsequently, one of the members stated, "I will not leave the mosque after I am released from penal institution." In response, the leader inquired of the members how their religious status had been before their incarceration. Most members indicated that, despite maintaining religious beliefs before incarceration, they had not engaged in fasting or prayer practices. One member stated, "I regret my incarceration, yet I occasionally consider it a beneficial experience." The situation could have been considerably more adverse. I commenced the practice of fasting and subsequently experienced an improvement in my condition. I will henceforth refrain from any further criminal activity. One of the members said that we are not guilty but those who pushed us into it are guilty. After these speeches, the members were asked if they wanted to be the lead actor. After a few of the members tried to encourage each other, the leader said that the lead actor would not be chosen in this way. Then, the leader asked the members to stand up to play the game of sculpture and sculpture by thinking about the reasons why the members went to penal institution and their regrets. The members paired up in pairs and made sculptures of their regrets and the events in their lives that they said they would not be in penal institution if this event or person had not happened. As a result of the study, it was seen that 7 out of 9 members who came from theft offenses, the reasons why they committed theft and went to penal institution were that their

husbands did not work or directed them to commit theft and that women committed this act for their children.

The situation revealed in this study shows that women commit acts of theft largely because of their husbands. In addition, in the study conducted by the leader with women who commit manslaughter, it was observed that women commit manslaughter mostly against their husbands, lovers, and people who want to rape/ have raped them. Considering these results, it is thought that some of the women who were a penal institution for theft offenses were dragged into crime by their husbands.

Lastly, the member who was penal institution for drug abuse said that the reason she was in the penal institution was that he did whatever she wanted. After this study, the members were asked what they planned to do in the future. Almost all the members said that they would not steal again and that they would look for other jobs where they could earn money in order not to be separated from their children again. One member said that he would do it again if he had to when he got out. The member who had been charged with drug offenses said that he did not know what he would do in the future. The leader said that they could do a study with him next week. The member also said that he wanted to do a study.

Finally, the members were asked to go and say something nice to the person they were most impressed by the stories. When the members said that they were not generally impressed because they all lived similar lives, the leader told the members to say a nice word or compliment to one of their friends in the group. Thereupon, the members said nice words to each other in turn. After this study, the members were asked whether they had anything to say, and the group was finalized to be discussed next week.

## **5. Session**

At this session of the psychodrama workshop, members were first asked what they were doing last week and how their time went. Members said there was no change in their lives. Then, because the Members are sad, we must start with a warm-up game. The members were asked what kind of movie their lives would be, who would be the director, who would play, and what would the audience react to. Members have chosen themselves as directors, wives, mothers, and grandparents. Although most films are dramatic as a genre, some refer to love films as action films. The members were seen enjoying the warm-up game.

After the warming game, a study was conducted with a member last week who said I don't know what to do in the future. The member was asked to elect the persons first. Then she was asked to put on things that bothered her in the past. The member said that in the past, she was not very attached to situations that

bothered her, but in her relationship with her mother, it has been found that there have been incidents that upset her. When the member was then asked to set her future positions, she said there were shortcomings and uncertainties, and there was constant confusion. During the progress of the study, the member held speeches, replacing the roles she had chosen. In this process, the member's constant rational thinking and conscious speech prevented the study from being done in the desired way. At the end of the study, she said she wanted to tie up a disabled salary and live in a home she owned for her future membership.

A warm-up game was played at the closing, due to the unfortunate impact of the study on the members. The members were asked how they would be if they had a pencil. Then she went and picked out a friend of hers for paper and asked what they were going to write. During the meeting, members said they were pens like pilot pens, hairy pens, filling pens, color pens, and symbol pens. What they write is, in general, their longing for their children. One member said she would write books to raise public awareness.

Finally, the members were asked to hold their hands in square shapes and form a round in the middle, and to say beautiful things to the well that has a well in the center. The general guarantee of membership is freedom. After this study, the session was closed.

## **6. Session**

In this session of psychodrama with female penal institutions, it was observed that the members were sad. When the women were asked how they were, it was learned that the daughter of one of the women had been arrested again and she wanted to be with her. It was learned that her daughter was supposed to go to the open penal institution, but she did not go to the open penal institution and escaped, so she will go back to the closed penal institution. One female penal institution did not participate in the psychodrama because she had a court case and one of them was ill. The women said that they were generally prepared for the group and were waiting for the group work. Afterward, one of the inmates told the women that they were curious because they did not know what to do. When the women were asked what they wanted to work on this week, they said that they felt bad, that they felt morally bad, and that they wanted to do something fun. They were then asked to get up and walk around the room at random, and then to talk to the person they met about what they wanted to do in the future. After the time given to the women, a bridge was created, and they took turns crossing the bridge and talking about what they wanted to do in the future. As most of the women had children, they said that they wanted to see their children and that they wanted to get a regular job and stay away from the crime of theft in their lives. It was observed that this work was good for the women. A model in the group work room was placed as the children or situation they wanted to meet in the

future, and they hugged each other from the end of the bridge. It was observed that this study made the women feel better.

Following the conclusion of the study, the participants were invited to engage in a game of chance at the magic shop. The objective of the game was explained to them. Two individuals, one a proprietor of a commercial establishment and the other a purchaser, were requested to participate in the game. Subsequently, the study commenced with the introduction of two female convicts. The woman who appeared in the shop to portray negative characteristics was a person who had previously demonstrated reluctance to engage in group work. During the previous sessions, she had stated that she was unsure of how to contribute. However, this week she was observed to be highly enthusiastic about participating in the study and spontaneously took the stage. The member indicated that she wished to portray two distinct characteristics: ambition and anger. In return, she expressed a desire to embody a more tranquil disposition. The shopkeeper stated that she already exhibited these characteristics and that she was ambitious and prone to self-harm, therefore she was reluctant to assign her calmness. The member then requested that she be assigned jealousy. The boxes in the leader's room were provided to him, and he was instructed to evoke feelings of hatred and anger. The member stated that her objective was to cease engaging in anger-driven self-harm, yet she asserted that she did not experience the associated pain when she inflicted

harm upon herself. She stated that she wished to disengage from the anger and self-harm when she held the boxes in her arms, indicating discomfort. When queried as to the means of eliminating this emotion, she responded that if she possessed sufficient self-confidence, she would be able to do so. Subsequently, the subject was instructed to select an individual from the group who exhibited self-confidence and to identify someone else in place of herself. The subject selected the older member of the group in place of herself. The subject was then prompted to replace her self-confidence with the selected individual's self-confidence. Upon replacing her self-confidence, the member asserted that she could achieve success when she desired it, that she had a family, that her loved ones were present with her, and that her children were with her.

Subsequently, she was requested to resume her position and respond with renewed self-assurance. The member stated that she is now capable of doing so because she possesses the requisite skills and abilities. Subsequently, the member discussed her feelings of anger and fear.

She stated that she desired a divorce from her husband but was intimidated by her brother. Furthermore, she asserted that her husband had threatened to kill her brother if she initiated a divorce. Subsequently, she stated, "Should he cause harm to my brother, I will either kill my spouse or harm him in return."

Subsequently, the group members stated, "You desire to leave the situation for the benefit of your children, yet you will return here." The member then stated, "My brother is of great importance to me, and I am unable to take action if he is harmed." The subject's mother is a capable caretaker for her children. However, she has aunts who are more attentive to the children than the mother. The leader then informed the group that women who are in penal institution for manslaughter or injury receive lengthy sentences. The subject was then instructed to imagine that she was throwing her anger and self-harm. The subject also felt that she was releasing her anger and self-harm by throwing the boxes in her hand. After this exercise, the subject reported feeling positive.

At the end of the session, the female convicts said that they were unhappy when they came to the session, but now they felt better, more energetic, relaxed, and happy because they were talking. The session was closed by saying that the members shared more than in the previous weeks.

## **7. Session**

In this week's session of the psychodrama workshop with women penal institutions, it was observed that one of the group members had been released. Consequently, the number of members was reduced to nine. It was observed that the women demonstrated greater improvement than was evident in the previous session. However, the member who was incarcerated for drug-related



offenses indicated that she was experiencing anxiety due to her impending court appearance. She stated that her quality of life would be enhanced if she were in a relationship with a male partner, as she lacked direction and purpose in life. The member was then informed that it would be preferable for her to be happy with herself and to be self-sufficient and that she did not require a male partner to restrict her autonomy. The eldest member of the group posited that she had not been constrained during her formative years. "If she had been subjected to physical abuse, her behaviors would not have been so erratic." The member was then queried as to whether her husband had ever struck her. The member stated that her husband would occasionally strike her when she erred. When the member was queried as to her actions, she responded, "I deserved it." This is why he resorted to physical violence. A woman's cognitive abilities are limited. This is why her husband is permitted to strike her when she errs. The member was queried as to whether her husband had erred in his actions. She stated that he does. The subject was then queried as to whether she had ever struck her spouse when he had erred. This prompted a response of amusement from the other members. The member stated that she did not engage in physical violence against her husband and that such an act would be inappropriate. Furthermore, she asserted that women do not possess the right to do so. Another member stated that she had shot her husband in the leg due to his use of violence against her and her mother. Subsequently, the members were queried as to their activities

during the Eid period. Most of the members indicated that their families had visited, which they perceived as beneficial.

Subsequently, the members were requested to engage in a process of introspective reflection, whereby they identified the most beneficial actions they could undertake and those they were unable to perform. They were then instructed to document these insights on paper. It was observed that the members' lists of desirable and undesirable behaviors included, respectively, making people happy, calming conflict, and poor time management. About the characteristics they were unable to exemplify, the participants identified traits such as the capacity to believe in others. Subsequently, the members were separated into two groups, with the negative traits being randomly selected and presented to them. One group was requested to consider their past misdeeds and the circumstances that led to their incarceration and to identify themselves. The remaining group was instructed to envisage their future selves and to consider how they might atone for their past misdeeds, as well as to speculate on their current circumstances.

In the group that re-enacted the past, the member who had internalized her husband's violence as normal stated that her mother had not married her off because she believed that she would run away to her husband. Furthermore, she had committed the theft to spite her relatives. She expressed regret for her

actions. One of the members disclosed that she had been incarcerated for six years and that her husband was incarcerated two days after her release. She further revealed that her husband's mother compelled her to engage in criminal activities to generate funds and that she perpetrated these crimes for the benefit of her children. She stated that her mother and siblings were financially secure, and that had they provided her with assistance, she would have been spared the necessity of resorting to theft. Additionally, other members asserted that had their spouses been gainfully employed or had they not compelled them to engage in criminal activities, they would not have resorted to a life of theft and deception. Subsequently, when one member expressed remorse for their actions, the others countered that they had merely accepted favors from others and were now being punished for it in penal institutions. The member who had indicated that she was contemplating the circumstances surrounding the financial transactions she had engaged in was prompted to elaborate on her thoughts. The member stated, "It is unclear what their specific needs were." Was the money taken from a hospital? "I obtained funds from individuals through illicit means."

The member stated that the specific requirements were unclear. Was the funding provided by the hospital? I accepted financial contributions from others. Two members disclosed that they had been subjected to violence from their relatives to steal. They stated that they had been forced to comply with these demands

and that they regretted their actions in hindsight. Upon inquiry regarding the group's identifying colors, they responded that their color was red.

About the future, the group expressed regret for the theft and indicated that they would seek employment upon their release. Upon inquiry as to the number of times each member had been incarcerated, a range of 4–15 was reported. A few members indicated that they were unable to recall the number of times they had been incarcerated. When the members were queried as to what had precipitated this change in behavior, they stated that the sentence was lengthy and that they had not fully appreciated the gravity of the incident due to having served a relatively brief period previously. Furthermore, they asserted that their circumstances would improve if they were not compelled by their families and if their husbands were gainfully employed. As a future group, they selected the color white as a symbol of a fresh start and a new beginning.

Following the sharing, the members were invited to reflect on their experience of the session. Some of the members indicated that they had resolved to let go of their regrets, while others stated that they had resolved to embrace their hopes. After the disclosures, the group was ended.

## **8. Session**

In this session of the psychodrama workshop, women were asked to close their eyes and have a dream about their past regrets or the future. Then the women were asked to open their eyes when the dream was over. Afterward, the women were asked what they dreamt about. In the feedback received, most of the women stated that they had dreams about the regrets they had experienced in the past and the thefts they had committed. The women said that they saw the people whose belongings they had stolen and that they were very disturbed by this. A female convict said 'My child asked for something from the canteen with me. I bought it for him, but the price was much more than I thought. For 2 days I couldn't sleep thinking about it. Then I thought: it means that the people whose belongings we stole also think about such things. A female convict said that she dreamt about the people whose belongings she had taken. Then she was asked to choose the people from the group whose belongings she had taken and who had influenced her the most and to talk to them using masks. The woman convict chose 3 people and said that she wanted to ask for forgiveness from the people whose belongings she had taken and that she could work in their garden. The people whose belongings she had taken also said that they forgave her. After this exercise, a woman also confronted people about the theft she had committed. At the end of the exercise, it was seen that the women felt relieved.

In the last part of the session, a cardboard figure was put in the middle and the members were asked to take turns to come to the provisions with colored paper and make a wish and talk about this wish. The members stood up in turn and tied the colored papers to various parts of the cardboard. Then they were asked why they chose those colors. One of the women said that they chose that color because they saw it as their life and the others said that they chose that color because they loved it. It was seen that all the women's wishes were to be free and reunite with their children.

When the session was closed, the women were asked what remained in their minds during this session. The members stated that they felt relieved and felt better and lighter. Then they said that participating in psychodrama was good for them and that they felt happier after psychodrama. Finally, the session was closed by telling best wishes.

## **9. Session**

In this session of the psychodrama workshop with women, the members were asked to pull their chairs back and a rope was placed in the center. Then they were asked to take this rope. Afterward, the members asked whoever they wanted to give it to and how the person who took the rope wanted to take it. Some of the members asked the other member to take the rope by asking him/her to say something nice to him/her, while some were asked to jump, and some were asked to come on one leg. When each

member took the rope, they were asked to put the rope, and the members were asked what they saw. The members said that they saw confusion like their own lives and that they saw a fence. Afterward, the members were asked to exit from the end of the rope they left by entering the shape. Afterward, the members were asked to put them in a position in their movements without going out of these ropes in turn and to be equipped in that position. The women did not choose complicated paths, they chose straighter and wider places. While doing this, they expressed that they wanted to leave behind the regrets and negativities they felt about their past lives and that they wanted to walk on flatter and safer wider roads. Afterward, the members were asked to go out of this circle by taking someone with them. In general, it was seen that the members said words about the regrets they experienced about their freedom and not going back to penal institution. In the sharing phase, the members were asked why they gave the ropes to the people they gave them. The members generally said that they gave them because they felt close to them. It was seen that two members were siblings in the group, and they gave the rope to each other to make peace with each other.

After the study, masks were distributed to the members, and they were asked to get up wearing the masks and go to someone they wanted and say something they could not say. Finally, the members stood up and formed a circle with each other and were

asked to imagine that there was a well in the middle and to say something to that well. What the women said was about their freedom. Finally, they were asked to wrap the ropes in order and say nice words while giving them to each other. In this study, it was seen that the bonding between the members increased. Then the session was closed.

## **10. Session**

In the last session of the psychodrama workshop, women were told to close their eyes and imagine 3 doors. They were told that one of these doors had the past written on it, one had the present written on it, and one had the future written on it, and the women were asked to look at these doors and what they thought. Then they were asked to enter the door of the past first, how the shape of the door was and what they encountered inside, who they encountered. Afterward, they were asked to leave the door when they were ready and go to the current door, and then they were asked what they saw about the lives of women at the current door and whether there was anyone there. Afterward, they were again asked to leave when they were ready. Finally, they were asked to look at the door about the future. Then, those who felt ready were told to open their eyes and the sharing phase began. When the women were asked, they generally said that the negativities they experienced in the past were related to the reasons that drove them to crime. They said that they were now in the current penal institution that they wanted to live a life with their children in the future and that they wanted a better life away from crime.



In the last exercise of the session, the women were asked to turn their chairs over and close their eyes again and then go back to 11 weeks ago and think about what they had experienced in the time since they had signed their names to participate in the psychodrama and the impact of the psychodrama on their lives. In the meantime, the leader randomly gave the ropes to the members and asked all members to hold the ropes. Then, those who were ready were asked to open their eyes. One of the members said that the ward was crowded, and he could not express himself comfortably, but he had the opportunity to express himself in psychodrama. He then stated that he had attempted suicide before, but psychodrama was good for him. Other members also said they had the opportunity to realize the mistakes in their lives, review their regrets, and look at the future with more hope. In addition, the members said they could now express their thoughts more comfortably. When all members gave feedback and turned their chairs, it was seen that a star-shaped shape appeared. The members were very happy that a star shape appeared in the last week's work after a complex shape appeared in the previous week's work. The leader stated that she thought that women benefited from this psychodrama workshop. The members also stated that psychodrama was beneficial for them. One member said she was thinking of leaving after two weeks, but the work attracted her attention in the following weeks, and she was happy that she did not leave. Then the members were given masks respectively and were asked to walk

through the rope towards the future by saying what psychodrama had contributed to them. The members also came out of the rope by making good wishes. At the end of the session, the members were given their certificates, and the session was ended.



## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

This research, which was carried out to determine the hopelessness and depression anxiety stress levels of female convicts, was carried out as quasi-experimental research from the quantitative research method. Due to the unsuitability of the research environment, the control group was not determined in the study, only the pre-test post-test study was carried out with the experimental group.

#### **Subjects**

The sample of the research consists of 9 female convicts staying in Keskin T Type Penal Institution. The sample of the study was determined as easily accessible case sampling rather than purposeful sampling. At the beginning of the study, group work started with 10 women. However, since one woman was released in the 3rd session, the study was completed with 9 women. The sample consisted of 9 female offenders, most of whom had committed theft offenses.

The penal institution has a mixed structure with wards reserved for women. At the time of the research, there were 80 women in the penal institution. As part of the research, the penal institution's psychosocial team made an announcement to the women inmates about psychodrama group therapy, then received

applications from women who wanted to participate in the study, and a 10-week study was conducted with women.

Criteria for inclusion in the study:

- (a) Volunteering
- (b) Being a female convict in Keskin T Type Penal Institution

### **Instruments**

The data of the research was collected by applying 2 separate forms below. One of these forms is an interview form containing the sociodemographic characteristics of female convicts, and the other is a scale form consisting of the Depression Anxiety Stress Scale and the Beck Hopelessness scale.

#### **1. Information Form on Sociodemographic Characteristics**

A questionnaire containing the sociodemographic characteristics of female convicts was used in the research. In this form, the female convicts' age, educational status, marital status, marriage type, educational status, spouse's visitation status, the status of having children, a person with whom the children stay, occupation before entering the penal institution, regular monthly income, the person providing the income, the person who committed a crime in the family and is detained. There are questions about the person who is convicted, whether the family comes to visit, how often the family comes to visit, why he was convicted, how long he has been in a penal institution, and how many years he has been sentenced.

## **2A. Depression-Anxiety-Stress Scale**

The Depression-Anxiety-Stress Scale, developed by Lovibond and Lovibond (1995), consists of a long form with 42 items. The Depression-Anxiety-Stress Scale Short Form, called DASS 21 and consisting of 21 items, was adapted into Turkish by Yılmaz et al. (2017). Cronbach Alpha internal consistency coefficients of the 3 subscales of the scale; .84 for the anxiety subscale; It was tested as .91 for the depression subscale and .90 for the stress subscale. The scale is in a 4-point Likert-type form for self-assessment. Sub-dimensions and item distribution are as follows: Depression: A total of 7 items, including the 3rd, 5th, 10th, 13th, 16th, 17<sup>th</sup>, and 21st items. Anxiety: 2nd, 4th, 7th, 9th, 15th, 19th, and 20th articles in total, 7 articles. Stress: 7 items in total, including items 1, 6, 8, 11, 12, 14 and 18. In the internal consistency calculations of the scale, the Cronbach Alpha coefficient of the depression sub-dimension was .67; the Cronbach Alpha coefficient for the anxiety subscale is .86; The Cronbach Alpha coefficient for the stress sub-dimension was found to be .67, and the Cronbach Alpha coefficient for the whole scale was found to be .87. There are no reverse items in the scale (Yılmaz, Boz, & Arslan, 2017).

## **2B. Beck Hopelessness Scale**

The Beck Hopelessness Scale (BUS) is a scale that can be applied to adolescents and adults and evaluates the individual's negative expectations for the future. The scale is a self-report scale with a total of 20 items, consisting of 11 true and 9 false propositions. 1

point is given for each answer that complies with the key, and 0 points are given for each answer that does not comply with the key. The arithmetic total obtained was accepted as the "Despair score". The possible variability of scores is between 0 and 20. 1st, 6th, 13th, 15th, 19th propositions, feelings about the future, 2nd, 3rd, 9th, 11th, 12th, 16th, 17th, 20th propositions, loss of motivation, 4th Propositions., 7., 8., 14., 18. express expectations about the future. The propositions consist of emotional, motivational, and cognitive factors (Seber, Dilbaz, Kaptanoğlu, & Tekin, 1993).

### **Analysis and Analysis of Data**

To better understand the scales for female convicts and to ensure that the questions were answered correctly, the data collection forms were read to all participants by the researcher and the answers given were marked on the forms. Although the questions were read in detail during this process, it was observed that some women had difficulty understanding the questions.

In the study, a single group pretest-posttest experimental application will be carried out. Psychodrama was administered to women before group therapy and again after the study was completed. Since the data showed a normal distribution, t test was used for dependent variables in the analysis.

### **Procedures**

After obtaining the necessary permissions from the general directorate of penal institutions and the Ministry of Justice, the

professional staff working in the social service in the Kırıkkale T-Type penal institution announced psychodrama group therapy to women. There were 80 female offenders at that time. Psychodrama sessions were held with 10 women who agreed to participate in the study process for 2 hours 1 day a week from March 2024 to June 2024. During the group sessions, after the 3<sup>rd</sup> session, a woman was out of penal institution, so the study finished with 9 women.

During the psychodrama sessions, ropes, masks, cardboard boxes, and colored papers in the group study room were used. Since it was a penal institution environment, a limited number of materials were used in the studies. However, during the group process, an attempt was made to enrich the psychodrama group work with warm-up games and games that could attract the attention of women.





## CHAPTER 5

### FINDINGS AND COMMENT

This study examined the effectiveness of psychodrama in reducing anxiety, depression, stress, and hopelessness. There was no control group. It is given the result of both quantitative results and qualitative results.

#### Quantitative Findings

This part includes female offenders' quantitative findings. These are sociodemographic information about female offenders, analyses of the Depression-Anxiety and Stress Scale, and hopelessness scale.

It is given in female offender sociodemographic information Table 1.

**Table 1: Female Offenders Sociodemographic Information**

		S	%
Age	27-33	5	55,5
	34-60	4	44,5
Marital Status	Married	6	66,7
	Live seperatly	1	11,1
	Divorced	2	22,2
Type of Marriage	Civil marriage	7	77,8
	Other	2	22,2
Education level	İlliterate	5	55,6
	Literate	1	11,1
	Primary school graduate	2	22,2
	Hig scholl or equivalent scholl	1	11,1
Spouse visit	Yes	5	55,6

	No	4	44,4
Children	One Children-Four Children	4	44,4
	Five And More Children	5	55,6
Occupation before penal institution	Housewife	6	66,7
	Labourer	1	11,1
	Tradesmen	2	22,2
Income	yes	3	33,3
	No	6	66,7
Mountly income status	Low income	7	77,8
	Middle income	2	22,2
The person who provides the inco	own	1	11,1
	Family	6	66,7
	Spouse	2	22,2
Person who offenders in the family	No	1	11,1
	Spouse	4	44,4
	Brother	2	22,2
	Child	2	22,2
Family visit	Yes	7	77,8
	No	2	22,2
Family visit frequence	No Visit	1	11,1
	Every Months	4	44,4
	Every 3-4 Months	1	11,1
	Occasionally	3	33,3
Psychiatric disorder	Yes	3	33,3
	No	6	66,7
How long has she been in penal institution	less than 1 year	2	22,2
	1-5 years	4	44,4
	6-10 years	2	22,2
	11 years and over	1	11,1
Length of Sentence	2-5 years	1	11,1

	6-8 years	3	33,3
	13 and over	4	44,4
Speaking emotions	Never	1	11,1
	Occesionaly	5	55,6
	Most Of Time	1	11,1
	Always	2	22,2
Sharing problems	Mum Or Dad	4	44,4
	Spouse	1	11,1
	Close Friend	4	44,4
spending time in penal institution	Chatting With Friends	7	77,8
	Courses	1	11,1
	Books	1	11,1

When Table 1 concerning the socio-demographic characteristics of female convicts is examined, it can be observed that 55.5% of them are 27-33 years old. In terms of marriage status, 66.7% of the women are married and 22.2% are divorced. Official marriages account for 77.8% of the total. Looking at the educational status, 55.6% of the female convicts are illiterate, 11.1% are literate, and 1% are college graduates. For married female convicts, 44.4% have 1-4 children. Before incarceration, 66.7% of the female convicts did not work and had no income, categorizing their income as low. In terms of crime-related relationships, 44.4% have spouses who are also convicts, and 77.8% visit their families while serving their sentences. The length of the sentence varies, with 44.4% in penal institutions for 1-5 years, and another 44.4% receiving sentences of 13 years or

longer. Lastly, regarding the inmates' penal institution experiences and emotional openness, 55.6% occasionally share their feelings, while 44.4% share their problems with friends. A limited percentage indicated that they spend time chatting with friends. As can be seen from the information above, most of the group members were from an illiterate group, had a criminal history in the family, had a high number of children, and stated that they did not work. This situation also affected women's answers to the scales.

Table 2 regarding the endurance-anxiety and stress performance utilization scores of female convicts is given below.

**Table 2: Result of Female Offenders Depression-Anxiety and Stress Scale**

		Mean	N	Std. Deviation	t	P
<b>Pair 1</b>	Depression Pre-Test	5,56	9	4,07	0,33	0,35
	Depression Post-Test	7,11	9	4,26		
<b>Pair 2</b>	Anxiety Pre-Test	7,00	9	4,80	0,91	0,31
	Anxiety Post-Test	9,22	9	4,02		
<b>Pair 3</b>	Stress Pre-Test	8,44	9	3,24	0,31	0,59
	Stress Final Test	7,78	9	3,11		

When the depression, anxiety, and stress levels of psychodrama group therapy of female offenders were analyzed, no significant result was found ( $P>0,05$ ). On the other hand, in Sharma's study with young offenders, it was observed that psychodrama therapy significantly reduced the depression and anxiety levels of juvenile offenders (Sharma, 2017). It is thought that the reason for this situation is that children have less of a criminal record, so their fears and worries about the future are less. 8 of the women who participated in the research group work had children. Given the sentences they had received, this situation had a significant impact on the women's depression and anxiety. however, in the feedback received from the women because of the research, the women stated that they felt better after the psychodrama group therapy and that they had set new goals for their lives.

In the study conducted by Ursula, (1985) it was observed that depression and anxiety levels decreased after psychodrama work with convicts on probation. The reason underlying this phenomenon can be attributed to the fact that individuals under probation tend to perceive the difficulties they experience more positively because they are outside of a closed environment. Especially in the context of mental health problems such as depression and anxiety, it is assumed that they can overcome these difficulties with the help of the social support networks they can access. In the case of women's penal institutions, the situation is quite the opposite. Although the process of

psychodrama work is positive for them, they are unable to solve the problems they face when they return to their wards. When the lack of social support is added to this situation, the effectiveness of the work carried out is ultimately limited.

Table 3 below shows the results of the female offender’s Beck hopelessness scale.

**Table 3: Result of Female Offenders Beck Hopelessness Scale**

	x	N	SD	T	P
Beck pre-test	36,33	9	3,202	0,41	0,93
Beck post- test	36,22	9	2,906		

When the Beck hopelessness levels of psychodrama group therapy of female offenders were analyzed, no significant result was found ( $P>0,05$ ). The quantitative and qualitative results supported the effectiveness of psychodrama as a treatment method for this group of offenders, showing a decrease in psychological distress; a related decrease in depressive, anxious, physical, and/or traumatic symptoms; and a relative increase in the offenders general emotional and social functioning (Testoni, Bonelli, Biancalani, Zuliani, & Alfonso Nava, 2020).

Although there was no significant difference from the pre-test to the post-test, the women stated that the psychodrama group work

influenced their hopelessness and that they now looked to the future with more hope.

The thoughts of the women about their future hopes are as follows:

*After participating in psychodrama work, I look at life more hopeful thanks to you (Bougainvillea).*

*The 10-week drama class with you was very good for me. we had a good time. I haven't shared my experiences with anyone for years, but I shared them with you. I don't know, teacher, I felt as if a burden was lifted from my back. from this time on, I will not look back anymore. I made mistakes, but the important thing is not to repeat them, no matter what happens, I will never look back because I have learned this from you (Tulip).*

*It was good for me to take drama lessons with you, teacher. I believe that when I leave here, I will live happy days with my loved ones, my family, and my children (Daisy).*

*The 10-week drama course I spent with you was good for me. I have made a lot of decisions and one day when I regain my freedom, I hope to live my unfinished life to the fullest with my beloved family. Thank you for everything (Rose).*

### **Quantitative Results**

At the end of the study, when the women's feedback about the psychodrama workshop was analyzed, it was seen that psychodrama added very important things to their lives. It was seen that the female convicts, who did not speak at all at the beginning of the study, were much more eager at the end of the



study and were able to express themselves and express their thoughts.

One of the members said 'I thought that I was stealing because I had to, but I could have gone to work' about the experience that psychodrama added to her. After this, other members also said, 'We did this with our own hands. We are here because of our own mistakes.

At the end of the study, the formation of differences with the offense they committed, the formation of regrets, and the ability to make self-criticism show the effect of psychodrama on the participants. They also said that they felt valuable, that what they said was listened to, that they could express their thoughts comfortably, and that they had the opportunity to see their regrets about their mistakes. The correctional officer who was in the group in the first session also said that the women expressed themselves better and were much different compared to the first session of the psychodrama.

In the study on reducing depression, anxiety, stress, and hopelessness levels of female convicts in psychodrama group sessions, it was seen that women had different gains because of the study, apart from the determined purpose. these gains are women's self-confidence, regretting the crime they committed, and looking at life from a different perspective. The thoughts of

the female penal institution after the psychodrama group work are as follows:

*It was one of the lessons where good customs and traditions such as love, respect, and caring for children were in place. We are considered worthless by our family. I felt that we are valuable, that the phenomenon of motherhood is important and, most importantly, I felt that I could love myself, I could look in the mirror and my self-confidence was restored. I am not worthless. I relaxed during the time I spent with you (Lilac).*

*I have learned from you not to look at the bad events of the past. If I step back, I know that I will suffer even more (Tulip).*

*Talking to you has made me very happy that there are people who listen to me, but you have added a lot to my life. I feel better. I remembered my past experiences with you. I can say that I will not steal again, and I regret it (Orchid).*

*The drama class has taught me many lessons. I will never touch anything that belongs to others, and when it comes out, I will earn my money by working with the right of my labor. I can say that you have helped me a lot (Bougainvillea).*

## **CHAPTER 6**

### **CONCLUSIONS AND RECOMANDATION**

In the first sessions of the 10-week psychodrama group work conducted to teach women penal institutioners skills to cope with depression, anxiety and stress and to reduce levels of hopelessness, there were problems due to the low level of education and perception of the women penal institutioners, but as the sessions progressed, especially with the warm-up games, it was observed that the women's willingness to participate in the psychodrama group work increased and they had various benefits from the process. Although it was thought that the psychodrama work did not affect the women's levels of depression, stress, anxiety and hopelessness in the analyses carried out, positive developments were noted in the evaluations carried out and in the external observations of the women. these positive developments were as follows;

As expressed by the women, they regretted the crime they had committed and thought about working and earning money after their release. In particular, the statement of the inmate who said "I had no choice but to steal" in the first session: "Actually, I had no choice but to steal. I will work when I get out of penal institution' in the last session is an example of this situation.

The women's ability to express themselves has improved. this situation was expressed by both the leader and the enforcement officer who observed the work.

The women's ability to love themselves, to know their values and to plan what they will do in the future has improved.

In addition to the situation described above, the fact that the researcher was there voluntarily, listening to the women and talking about their lives, opened different windows in their minds.

The women penal institutioners who did not know what to do and how to express themselves in the first sessions, found out in the study where to go and what to say by acting themselves, as in the experience groups, as the sessions progressed.

In light of the aforementioned data, it can be posited that psychodrama group therapy represents an efficacious methodology for the reduction of depressive symptoms and the enhancement of future optimism among female convicts. Additionally, this approach fosters self-awareness, facilitates the development of empathy and communication skills, and engenders a sense of remorse for criminal actions, thereby facilitating rehabilitation.

In light of these findings,

psychodrama group therapies made accessible to all categories of penal institutioners specialised materials used in psychodrama therapy be adapted to align with the specific characteristics of each penal institution,

The identification and utilisation of scales that are appropriate to the needs of penal institutioners,

The combination of qualitative and quantitative research methods group sessions are to be transformed into group working rooms, thereby enhancing the comfort of the inmates and creating a more conducive environment for the sessions.

It is recommended that the number of sessions be increased to facilitate a more comprehensive understanding of the subject matter.

## REFERENCES

- Akgün, R. (2021). Tahliye olmuş kadın hükümlülerin cezaevi ve cezaevi sonrası yaşamlarına ilişkin olgu sunumu. G. Oral içinde, *Olgularla Adli Psikiyatri ve Davranış Bilimleri* (s. 259-268). Ankara: Akademisyen Yayınevi.
- Akgün, R. (2023). *Female Criminality*. Ankara: Global Akademiy.
- Belknap, J. (2010). Offending women: A Double Entendre. *The Journal of Criminal Law & Criminology*, 100(3):1061-1071.
- Byrne, K. (1976). Psychodramatic Treatment Techniques With Penal institutioners In A State of Role Transition. *Journal of Sociology and Social Welfare* 3(6), 731-741.
- Chesney, L., & Posko, L. (2004). *The Female Offenders: Girls, Women and Crime*. Sage Publishing.
- Dolu, O. (2011). *Suç Teorileri*. Ankara: Seçkin Yayınevi.
- Dökmen, Ü. (2003). *Sosyometri ve Psikodrama*. Ankara: Remzi Kitabevi.
- Fallon, M. (2012). *Treatment Preovideder's Perceptions of Treatment Effectiveness with Female Sex Offenders*. In The Department of Counseling in The scholl of Human Serviceses in the College of Education,Criminal Justice and Human Services.
- Goldman, E., & Morrison, D. (1984). *Psychodrama: Experience and Process*,. Kendall Hunt.

- Hirschfeld, B. (1981). The Hollander Pyschodrama Curve Applied to The Personal Growth and Skill Development of The Students in Psikodrama Training. *The Colorado Psychodrama Center*. Colorado, Englewood.
- Hoffman Bustamante, D. (1973). The Nature of Female Criminality. *Issues in Criminology*, 8(2):117-136.
- Hollander, C. (1969). *A Process for Psychodrama Training: The Hollander Psychodrama Curve*. Denver: Snow Lioan Press.
- İçli, T. G. (2013). *Kadın suçluluğu*. Ankara: Seçkin Yayınevi.
- İçli, T., Öğün, A., & Özcan, N. (1995). *Ailede Kadına Karşı Şiddet ve Kadın Suçluluğu*. Ankara: Bizim Büro Yayıncılık.
- Çoban, A. İ., & Akgün, R. (2011). Ankara Kadın Kapalı Ceza İnfaz Kurumunda Kalan Kadın Hükümlülerin Psikososyal Durumlarının Saptanması Ve Sosyal Desteklerinin Belirlenmesi. *Toplum ve Sosyal Hizmet*, 22(2), 63–78.
- <https://www.gov.uk/government/statistics/women-and-the-criminal-justice-system-2019/>
- Kaner, S. (1990). Psikodrama-Kuram, Teknik Ve Araçlar. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 23(2), 457 - 480.
- Karp, M. (1998). An introduction to psychodrama. M. Karp, P. Holmes, & K. Bradshaw Tavon içinde, *The Handbook of Psychodrama* (p. 3-15). London: Routledge.

- Karp, M., Holmes, P., & Watson, M. (1994). *Psychodrama Since Moreno*. Routledge.
- Lucero, C. (2024). *Psychodrama for Personal Growth*. Kindle Edition.
- Maya, J., Jiménez, L., Hidalgo, V., & Lorence, B. (2021). Ten Psychodramatic Techniques For Use In Psychoeducational Interventions. J. Maya, & J. Marave içinde, *Psychodrama Advances In Psychotherapy And Psychoeducational Interventions* (p. 45-77). New York: Nova Publishers.
- Merçil, İ. (2020). Osmanlı Döneminde Nisa Hapishaneleri. İ. Merçil, & S. Doğuç Ergin içinde, *Dört Duvar Kadına Ne Yapar?* (p. 19). Ankara: Siyasal Kitabevi.
- Minister of Justice. (2020). *Statistics on Women and the Criminal Justice System 2019*.
- Moreno, J. L. (1946). *Psychodrama. Volume I*. Beacon: : Beacon House.
- Nazlıdır, M. (2010). *Kasten Adam Öldürme ve Teşebbüs Suçlarında Psikososyal Özelliklerin İncelenmesi: Suç Analizi [Yayımlanmamış Yüksek lisans tezi]*. Ankara Üniversitesi.
- Polat, O. (2022). *Kriminoloji ve Kriminalistik Üzerine Notlar*. Ankara: Seçkin Yayınevi.
- Seber, G., Dilbaz, N., Kaptanoğlu, C., & Tekin, D. (1993). Umutsuzluk Ölçeği: Geçerlilik ve Güvenirliliği. *Kriz Dergisi*, 1(3), 139-142.



- Sharma, N. (2017). Effect of Psychodrama Therapy on Depression and Anxiety of Juvenile Delinquents. *International Journal of Indian Psychology*, 5(1), 38-47.
- Smart, C. (1977). Criminological theory:its ideology and imlications concerning women. *British Journal of Sociology*, 28(1), 89-100.
- Stasia Varley, D. (2019). Acting Around In Young Offender Rehabilitation: Investigating How Psychological Theory Fused With Drama Tecniquies Can Create a Model (The V2 Model) For Reducing Crime When Working With Young Offenders Within The Community. Birmingham City University For the degree of Doctor of Philosophy.
- Şarlak, D. (2021). *Psikodrama Kuram ve Uygulamaları*. Ankara: Nobel Yayınevi.
- Testoni, İ., Bonelli, B., Biancalani, G., Zuliani, L., & Alfonso Nava, F. (2020). Psychodrama in attenuated custody penal institution-based treatment of substance dependence: The promotion of changes in wellbeing, spontaneity, perceived self-efficacy, and alexithymia. *The Arts in Psychotherapy*, 68, 1-10.
- TÜİK. (2020). *Ceza İnfaz Kurumu İstatistikleri*. <https://data.tuik.gov.tr/Bulten/Index?p=Ceza-Infaz-Kurumu-Istatistikleri-2020-37202> adresinden alındı
- Ursula, W. (1985). *The Effect of Classical Psychodrama on Anxiety and Depression:Psychodrama with Incarcerated Public Offenders*. The Catholic University in America.

- Vuinas, O., & Akgn, R. (2021). *Psikodrama Yařantı Grubu İimize Yolculuk*. Ankara: Nobel Yayınevi.
- Yılmaz, ., Boz, H., & Arslan, A. (2017). Depresyon Anksiyete Stres leęinin (Dass 21) Trke Kısa Formunun Geerlilik-Gvenilirlik alıřması. *Finans Ekonomi ve Sosyal Arařtırmalar Dergisi (FESA)*, (2), 78-91.

